

THE READING CERTIFICATE

The Reading Certificate authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Reading Certificate holders are also authorized to develop, implement and adapt the reading content curriculum and assist classroom teachers in these areas. Holders of the Reading Certificate may perform the above services at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

REQUIREMENTS FOR THE READING CERTIFICATE

- 1. Application and fee.** A completed application form (41-4) and the current application fee.
- 2. Valid Teaching Credential.** The prerequisite teaching credential may be either: 1) a teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching; or, 2) a clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has passed the California Basic Educational Skills Test, (CBEST).
- 3. Teaching Experience.** The candidate must provide verification of three years successful, full-time teaching experience in any grades or subjects, preschool through adults. Verification may be provided by a letter or other appropriate documentation by the candidate's employer. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may also be gained outside of California.
- 4. Teaching of Reading Qualifications.** Verification of qualifications to teach reading by one of the following means:
 - (a) Twelve semester units of course work* covering specific topics within the areas of fluent reading, comprehension, planning and delivery of instruction, intervention strategies, and other related areas of study. This course work must also include a supervised field experience. **This option is only available until June 30, 2000.**
 - (b) Six semester units of appropriate course work* and passage, at the Reading Certificate level, of the performance assessment component of the Reading Instruction Competence Assessment, (RICA). The course work must contain specific topics within the areas of intervention strategies and other related areas of study. This course work must also include a supervised field experience. **This option is only available until October 1, 2000.**
 - (c) A Commission-approved reading certificate program through a California college or university, resulting in formal recommendation of the candidate for the certificate.

Programs are currently available at:

UC Davis Extension

UC Riverside Extension

Fresno Pacific University

***To verify the appropriateness of course content, individuals applying under this option must submit course descriptions and course syllabi from the institution(s) where the courses were taken.** For options (a) and (b), an individual may apply directly to the Commission. See the reverse of this leaflet for a more complete description of the specific topics to be covered in the course work areas listed above.

Fluent Reading: the role of extensive practice with appropriate materials including decodeable texts; skills and strategies that contribute to independent reading, including phonemic awareness; linguistics, including the phonological and morphological structure of the English language; decoding and word attack strategies, including systematic instruction in sound-symbol relationships; and spelling instruction.

Comprehension: academic language; background language; vocabulary development; comprehension and study strategies, including text analysis, narrative and expository text structure, and thinking strategies; comprehension monitoring, inference, summarization, predicting, questioning and clarifying; and independent reading.

Planning and Delivery of Instruction: planning and delivery of appropriate instruction based on assessment, including diagnosis of reading deficiencies.

Intervention Strategies: strategies for intervening for students at both early and intermediate levels of reading.

Related Areas of Study: including the psycholinguistics and sociolinguistics of reading and writing, and research in all of the following: the relationship of reading, writing and spelling; second language acquisition; how proficient readers learned to read; and how beginning readers learn to read.

Supervised Field Experiences: experiences working with readers under the supervision of college faculty incorporating techniques and principles learned in course work described above and involving assessment of struggling readers at both early and intermediate levels of reading acquisition and tutoring or small group instruction of struggling readers at two or more reading levels, including both non-reader and struggling reader.

Reference: Title 5, California Code of Regulations, Sections 80014, 80014.1, and 80014.2.